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ABSTRACT

It has been recognized for many years that the educational levels of adult American Indians are low (2/3 have not advanced beyond elementary school) and the illiteracy rates are high (1/4 are functionally illiterate). Traditional adult programs have not met the needs of adult Indians who are uncomfortable in "white" classes and who will not attend unless the classes are relevant to Indian adult needs. Since 1973, Indian Adult Basic Education (IABE) has demonstrated its effectiveness in providing educational and teaching services to Minnesota Indian adults in areas of literacy, basic skills, and general education. Over 600 adults have received G.E.D.'s and more than 1,000 have obtained driver's licenses. Both of these tangible results have helped Indians upgrade their employment opportunities, acquire promotions, enter post-secondary programs, and find new and better jobs. To assure continuation of IABE programs for seven Chippewa reservations and four Sioux communities, a proposal for fiscal year 1978 has outlined goals, objectives, procedures, curriculum, counseling, and evaluation procedures. Findings from the Meriam Report (1928) and the U.S. Senate Report on Indian Education (1969) have been compared with the Minnesota State Board of Education Indian Education Hearings (1976) and have been presented as examples of the most extensive analyses of testimonies/surveys of Indian people concerning education. (NEC)

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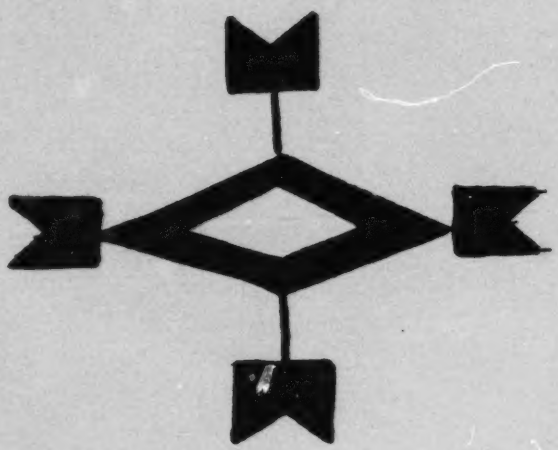


MINNESOTA DEPARTMENT OF EDUCATION

INDIAN EDUCATION SECTION

INDIAN ADULT BASIC EDUCATION

MAY 1979

A Brief History of Adult Basic Education for Indian Adults
as Administered by the Indian Education Section.

It has been recognized for many years that the educational levels of adult American Indians are quite low. Stated more basically, the illiteracy rates are high and the educational levels are below those of other minorities and substantially below the national average.

This area of need was recognized in 1968 when Dr. Will Antell and Mr. Ed Cain wrote a federal proposal for funds to initiate a statewide program of adult basic education for American Indian people. The SDE received $662,645.00 in FY'70 to implement that program (called Opportunities Unlimited for Minnesota Indians - OUMI - on the budget sheet attached).

That federal project lasted for three fiscal years and incorporated a professional staff of five persons and three secretaries in St. Paul, Minneapolis, Bemidji and Duluth. In addition there were at least 50 instructors and aides working on a part time basis (mainly instructors) or a full time basis (mainly aides). As the program developed, parts of it were phased into the independent school districts and the federal funding along with the numbers of full and part time persons decreased. (See chart following.)

Fiscal year 1973 was a transition year, i.e. programs were continued with LEA assistance or with carry over funds. Because there was still an urgent need to provide Adult Basic Education, negotiations with the Division of Curriculum and Instruction and the Adult Education staff there were begun to continue funding for the programs with SDE flow-through funds. In FY'74 the SDE, Division of Curriculum and Instruction appropriated $153,119.07 for Indian Adult Basic Education (now called IABE) for state programs. By this

time many of the urban areas had incorporated American Indian Adult Education in their regular offerings, but there was still an urgent need in the rural and reservation areas.

As in earlier years, regional offices were maintained in Duluth and Bemidji as well as the state office in St. Paul. Instructors and aides were recruited, employed and paid with the assistance of the personnel section. Throughout FY'75 and FY'76, the IABE staff worked with LEA's to get Indian Adult Basic education incorporated into regular community education offerings. As a result of the staff efforts, Red Wing became the fiscal agent for most of the Sioux Communities and Duluth became the fiscal agent for most of the Northeastern Chippewa reservations. Some reservation areas preferred have direct SDE services (as opposed to school district as intermediary) and those wishes were observed.

Therefore, the current IABE staff employs four instructors and four aides employed through the SDE, but also they advise, recruit, supervise, provide materials, offer counseling, conduct in-service training, and evaluate those persons and classes offered through the Duluth, Red Wing, Morton and Granite Falls school district. The number of sites (17) and the number of staff involved involved (31) has remained fairly constant since 1973-74.

Because of financial constraints and some fiscal cut backs in FY'77, the IABE program had to institute cutbacks in staff and regional centers. The Bemidji office was closed in November of 1976 and the two persons there were deleted from the IABE compelment. The regional coordinator there became the scholarship officer for the state scholarship program and an aide was added to the Duluth staff. Currently the two professional persons in Duluth (and one

secretary) coordinate the IABE activities for all of the Northern 2/3's of the state. They work, closely with Duluth public schools (as fiscal agent for several of the sites), with the Reservation Business Committees for all of the class sites, with instructors, aides, participants, and the education staff of the Minnesota Chippewa Tribe.

Currently, a research project is being conducted to survey both I.A.B.E. and A.B.E. sites across the state. It is an effort to determine the characteristics of a successful American Indian ABE program. By researching Indian and non-Indian sites, the completed adult basic education surveys should prove a useful tool in determining what constitutes a successful IABE program. These characteristics will be utilized to develop a model IABE program. Research and reports should be completed in the summer of 1979.

It cannot be emphasized too strongly that the adult basic programs for Indians have been sorely needed, well received, and very utilitarian. Well over 600 American Indian adults have received G.E.D.'s as a result of the SDE program and over a thousand Indian adults have been able to get driver's instruction and get driver's licenses. Both of these 'tangible' results have helped a great many adults upgrade their employment opportunities, acquire promotions, enter post-secondary programs or find new and better jobs. However, it must also be emphasized that the task is not completed. There are still a large number of Indian adults who need culturally relevant assistance in gaining mastery of basic skills and/or in preparing for G.E.D. tests, employment or specialized training. It is unfortunate, but very true, that 'regular' adult programs have not met the needs of Indian adults. To this day, most Indian adults are uncomfortable in 'white' classes and in most cases will not attend adult classes until and unless the classes are directed toward and relevant to Indian adult

needs. The attached narrative, which was part of the FY'78 IABE proposal speaks to these issues.

The Indian Education Section is most grateful to the Division of Curriculum and Instruction for responding to the need and providing sufficient funds for one regional office and a staff to assist all the persons who provide the instruction, the tutoring, the publicity, the follow-up, etc. It is essential to the overall Indian education programs that that office be maintained. Until and unless there are sufficient state funds to maintain a regional office in Duluth, the Indian Education Section is dependent on the Division of Curriculum and Instruction to continue its financial support.

Narrative - IABE

Proposal for FY'78

STATEMENT OF NEEDS:

Since 1973, Indian Adult Basic Education (I.A.B.E.) has demonstrated its effectiveness in serving the educational needs of Indian adults throughout Minnesota. Since its inception, I.A.B.E. has provided educational and teaching services to Indian adults in areas of literacy, basic skills, and general education. The need for these services has been documented and verified in numerous testimonies and reports. The 1976 Minnesota State Board of Education Indian Education Hearings Report includes testimony which states: "two-thirds of the (Indian) adults have not advanced beyond elementary school....one quarter of Indian adults are functionally illiterate". The Minnesota Indian Education Hearings Report, November 1976, does a comparison of Indian Education of the Meriam Report (1928), the U.S. Senate Report (1969) and the Minnesota State Board of Education Hearings (1976). (See attachment #1 143 - 146). In addressing this staggering situation, I.A.B.E. program has dedicated its resources, talents and energies to providing Indian adults with opportunities to relieve unemployment and under-education. It is a rewarding, but difficult task. The I.A.B.E. program remains firm in the committment to provide the maximum level of services to the adult Indian population in Minnesota.

The testimony presented to the State Board of Education, by administrators, Indian adult students and teachers has numerous references to Adult Basic Education, some examples are (1) "...need more funding for I.A.B.E. programs on Reservations..."; (2) "...I.A.B.E....need on the Reservation..."; (3) "...need for I.A.B.E. to continue...".

On March 6, 1977, the State Board of Education held one of its hearings on Indian Education at Duluth, MN. In the written testimony which was presented there, a total of 51 Indian adults, students and administrators supported the I.A.B.E. program on reservations in rural and in urban areas.

The I.A.B.E. program has utilized a high degree of flexibility and maintained a high degree of individualization to meet the needs of American Indians who are culturally unique and reluctant to participate in the general educational offerings of public institutions.

The I.A.B.E. staff in cooperation with Reservation Business Committees employs culturally sensitive instructors. The instructional aides that are selected are knowledgeable and responsive to the communities that they serve. The instructional sites that are utilized are familiar to Indian adults and therefore they feel comfortable participating.

Because the I.A.B.E. program serves clients who have severe educational handicaps and a reluctance to participate in integrated classes where most persons would be more skillful in English or reading skills, the core staff has had to work intensively to make their offerings meaningful to potential clients. Since these problems still exist and there remains a large population to be served, it is absolutely essential to maintain a core staff in the State Department of Education. This core staff has been invaluable in the selection of culturally sensitive aides and instructors; in in-service education for the program personnel; in liaison between client, L.E.A. and other agencies; and in technical assistance during any phase-in of the I.A.B.E. program into public school or reservation systems.

The use of Indian instructional aides, the use of culturally sensitive curriculum materials, the individualization of programs for bi-lingual or non-English speaking clients, liaison with tribal officials, and the use of Native American facilities have all been unique features of the I.A.B.E. program. In order to preserve these unique, but essential ingredients of the I.A.B.E. program, a core staff has been maintained and supported by the State Department of Education, L.E.A.'s are still unfamiliar with the program whereas the Indian Education Section has five years experience in creating and maintaining meaningul programs. The I.A.B.E. program should not be allowed to lanquish and expire because of a lack of technical assistance for L.E.A.' and/or sponsoring agencies. The need for a core staff to insure the quality of I.A.B.E cannot be emphasized too strongly.

I. GOAL STATEMENT

To provide I.A.B.E. programs on or near the seven Chippewa reservations and the four Sioux Communities which include basic education, G.E.D. preparation, and technical assistance in order to meet the educational, occupational, or individual needs of participating Indian adults.

II. OBJECTIVES

1. To provide basic skills in reading, writing and arithmetic to American Indian adults.

2. To assist school districts (LEA's) in working with Indian communities in the planning, development, implementation and administration of the program to insure the establishment of a program which will meet the needs of the Indian community.

3. To provide an individualized instructional program and counseling services based upon the immediate needs and producing immediate results for Indian adults.

4. To increase by 10% the number of Indian adult participants and to aide them in reaching their individual education, employment, vocational and academic goals.

5. To provide flexible learning environments that are responsive to the culture of Minnesota Indians.

6. To provide technical assistance and inservice training to professional and paraprofessional staff.

7. To hire culturally sensitive instructors and community oriented aides to implement the program.

8. To utilize the local news media, community groups, newsletters, etc. to advertize the I.A.B.E. program.

III. PRODEDURES/ACTIVITIES TO ATTAIN OBJECTIVES

1. a. The core staff provides instructional materials to IABE instructors.

   b. The core staff provides technical assistance or inservice to IABE instructors in the use of the materials.

2. a. The core staff contacts and works with Reservation Business Committees and Local Indian Education Committees in the recruitment of Indian personnel for the positions of instructors and instructional aides.

   b. The core staff encourages L.E.A.'s to employ Indian community aides and culturally-sensitive instructors as recommended by the local Indian community.

   c. The core staff monitors budgets with the local LEA's and recommends any necessary revisions.

3. a. The IABE instructors assess and record the skill level of participants in the IABE program.

   b. The IABE instructors design an individualized program based on the student assessed need.

4. a. The core staff assists in the recruitment and record-keeping for individual participants in order to increase participation and substantiate numbers of enrollees.

   b. The core staff and the instructors keep records of student academic progress, employment opportunities, G.E.D. awards or other educational and employment, G.E.D., registration in post-secondary programs, or job promotions.

5. a. The core staff assists aides in obtaining appropriate classroom facilities (i.e. Indian community centers).

   b. The core staff ensures that learning environments are places where Indian adults will feel comfortable in attending classes (i.e. space and furniture).

6. a. The core staff trains instructors and instructional aides in the area of recruitment of participants.

   b. The core staff assists in inservice training of instructional aides in the Laubach method for tutoring functionally illiterate adults.

   c. The core staff assists in the inservice training of instructors in counseling to effectively work with IABE adults.

7.a. The core staff, in conjunction with Reservation Business Committees and Local Indian Education Committees, cooperates in the recruitment of personnel for positions of instructional aides and instructors.

   b. The core staff insures that the instructors are culturally sensitive and are certified teachers.

   c. The core staff encourages the employment of Indian community/ instructional aides.

8. a. The core staff uses television and radio programs such as "Indian Viewpoint" (Channel 10-Duluth T.V.) as often as possible.

b. The core staff meets annually with Reservation Business Committees and Local Indian Education Committees to discuss IABE programs.

c. The core staff utilizes local Indian newsletters and newspapers to advertize class times. places and dates.

d. The instructional aides make posters and distribute flyers to their communities regarding IABE programs.

IV. CURRICULUM

The Curriculum guides used in IABE classes are those specifically designed for use in IABE classes. These Curriculum guides were designed by Indian instructor and field tested on a state wide basis. The guides were field tested in the fall of 1974 and revised in January of 1975. The Curriculum guides were designed specifically to meet the cultural needs of Native American people.

Instruction is individualized to meet individual needs. Areas of concentration include basic reading skills and basic math skills. Pretests and mastery tests are used in reading and math. Students may progress at their own rate of speed.

The Curriculum guides are culturally sensitive and were prepared for use with Indian adults. Recommendations regarding the guides and materials will be made to fiscal agents and LEA's.

V. COUNSELING

Counseling is an integral part of the I.A.B.E. program. Instructional aides utilize counseling techniques beginning with the recruitment of students into the I.A.B.E. classes. The initial counseling starts away from the classroom where the instructional aide and student build interpersonnel rapport and understanding with a desire to work together.

Both instructional aides and instructors use other counseling techniques in sustaining membership in class and meeting individual needs for educational advancement. The I.A.B.E. student is counseled and given guidance in the following areas as his/her need arises: (1) re-adjustment to formal education: (2) study habits and study techniques; (3) self assessment and re-appraisal of past performances; (4) what priorities are and how to deal with them; (5) setting goals and developing clear-cut objectives (educational and occupational); (6) resolution of personal, family and community problems that stand between him/her and learning.

Core staff are vitally involved in all aspects of counseling and guidance in the IABE program. They are responsible for the recruitment and supervision of staff. An IABE counselor, employed in the Duluth office, will counsel instructional aides and instructors in the fulfillment of their roles. He works with LEA's,school personnel, tribal personnel and program participants to resolve problems and provide program unity to IABE sites across the norhtern half of the state. This objective is achieved by frequent site visits and contacts with each IABE program site. Site visits are important and are widely used to supplement and implement counseling services.

The I.A.B.E. counselor will also be responsible to provide staff training sessions for instructional aides and instructors. Instructional aides will receive skills to tutor functionally illiterate students who have trouble entering I.A.B.E classes. Instructors will receive counseling training to more effectively work with students. The training sessions continue to up-grade the present I.A.B.E. program and staff in providing more relevant service to Indian adults.

VI. EVALUATION

The core staff will continue to assess the degree of implementation that L.E.A.'s have assumed in their provisions for I.A.B.E. programs. The core staff works closely with all the L.E.A.'s, the instructors and the instructional aides in evaluating the program. Numbers of participants, follow-up of participants and case studies will be employed to fully evaluate the I.A.B.E. programs as they are implemented in various communities and sites.

Individual participant progress will be recorded by instructional aides and instructors. Success in recruiting, retention and educational advancement will be measured by means of class and participant records and follow-up. Number of participants, Indian community acceptance and L.E.A. implementation will be verified both formally and informally. The use of regional coordinators will facilitate the accuracy of evaluation and provide continuous feedback to all the persons and institutions involved.

TABLE I

INDIAN ADULT BASIC EDUCATION

Fiscal Yr.	Program Acronym	Source of Funding	Amount of Funds	Core Staff	Instructor & Aide Staff (SDE)	Indian Adult Participants *
70	OUMI	Federal	$662,645	5 Prof. 4 Sec.	50+	419+
71	OUMI	Federal	385,000	5 Prof. 4 Sec.	40+	3,564
72	OUMI	Federal	199,998	4 Prof. 3 Sec.	40	4,427
73	IABE	Carryover & Fed. thru SDE	80,136	?	?	2,991
74	IABE	Fed. thru SDE	153,119	3 Prof. 2 Sec.	40	1,275
75	IABE	Fed. thru SDE	172,711	4 Prof. 2 Sec.	35	500
76	IABE	Fed. thru SDE	122,178	3 Prof. 2 Sec.	16	500
77	IABE	Fed. thru SDE	98,302	3 Prof. 1 Sec.	8	500
78	IABE	Fed. thru SDE	98,302	3 Prof. 1 Sec.	8v	537
79	IABE	Fed. thru SDE	107,596.06	3 Prof. 1 Sec.	4	Pending

* Totals after FY 73 include some prior education participants

ATTACHMENT #1

MINNESOTA INDIAN EDUCATION HEARINGS REPORT

COMPARISONS OF THE FINDINGS OF THREE REPORTS ON INDIAN EDUCATION

There have been numerous studies and reports made about Indian Education, i.e. the commonly called Meriam Report (1968) and the U.S. Senate Report (1969), which are chosen for comparison with the Minnesota State Board of Education's Subcommittee on Indian Education Hearings Report (1976). These two reports have been selected on the basis that they were the most extensive analyses of testimonies/surveys of Indian people concerning education. If the analysis of the American Indian Policy and Review Commission's Task Force on Indian Education were published at this date, it would have been the fourth study in our compa isons of Indian Education.

The review of the three reports enabled isolation into major findings and recommendations as tabled below. Major findings and recommendations are revealing in that the recommendations found in the 1928 Meriam Report are repeated in the 1976 Minnesota Indian Education Hearings. Statements listed in the tables are not interpretations of the reports, but actual quotations. Minnesota's Indian Education Hearings quotes are taken from the transcripts of oral and written testimonies.

COMPARISONS OF THE FINDINGS OF THREE REPORTS ON INDIAN EDUCATION

MERIAM REPORT 1928	U.S. SENATE REPORT ON INDIAN EDUCATION 1969	MINNESOTA STATE BOARD OF EDUCATION INDIAN EDUCATION HEARINGS 1976
1) ADMINISTRATION "The first and foremost need in Indian education is a change in point of view...stress...upbringing in the natural setting of home and family life." 1	1) ADMINISTRATION "The subcommittee recommends-That there be a set national policy committing the nation to achieving educational excellence for American Indians: to maximum participation and control by Indians in establishing Indian education programs; and to assuring sufficient Federal funds to carry these programs forward."2	1) ADMINISTRATION "We want a school conducive to learning that's consistent with culture and life-style of... Indian people." 3
2) INDIAN SELF-DETERMINATION "(Indian Education) must teach interdependence and reliance upon their own efforts...effect in putting the Indian on his feet." 4	2) INDIAN SELF-DETERMINATION One theme running through all our recommendations is increased Indian participation and control of their own education programs. For too long, the nation has paid only token heed to the notion that Indians should have a strong voice in their own destiny." 5	2) INDIAN SELF-DETERMINATION "Recommendation: That the State Board of Education recognize the Minnesota Chippewa Tribe as the only bonafide, legal and constitutional governing authority for Chippewa Indians...and delegate the State Indian Education Section to answer to it and the State Board in all matters involving Minnesota Chippewa Indians." 6
3) CURRICULUM-TOTAL PRIORITIES "The present is a particularly good time to undertake the revisions of the curriculum...such a revision is so urgently needed." 7	3) CURRICULUM-TOTAL PRIORITIES "The Subcommittee recommends: That a major effort be undertaken immediately to...develop culturally sensitive curriculum materials..." 8	3) CURRICULUM-TOTAL PRIORITIES "Accurate...relevant materials... are needed in the schools...Many of the materials are either distorted or inaccurate or non-existent. The impact on Indian children is devastating." 9

COMPARISONS OF THE FINDINGS OF THREE REPORTS ON INDIAN EDUCATION

MERIAM REPORT 1928	U.S. SENATE REPORT ON INDIAN EDUCATION 1969	MINNESOTA STATE BOARD OF EDUCATION INDIAN EDUCATION HEARINGS 1976
4) CURRICULUM-INDIAN MATERIALS DEVELOPMENT "The special curriculum opportunity in Indian schools is for material based upon the ascertained needs of Indian boys and girls...needs to have his own tribal life used...Indian geography... Indian history...Indian arts." 10	4) CURRICULUM-INDIAN MATERIALS DEVELOPMENT "The curriculum in both federal and public schools serving Indian children should include substantial information about Indian culture and history and factual material about contemporary Indian life. This is important for both Indian and non-Indian children..."11	4) CURRICULUM-INDIAN MATERIALS DEVELOPMENT "We need Indian classes in history...we need Indian literature classes." 12 "...schools' curriculum must be planned to meet the educational needs of Indian students." 13
5) TEACHER TRAINING "The surest way to achieve the change...that is imperative in Indian education is to raise the qualifications of teachers..." 14	5) TEACHER TRAINING "...new programs to train native teachers are required immediately...A special effort should be made to recruit Indians into teacher-training programs..." 15	5) TEACHER TRAINING "Suggestion:...all new teachers ...have an intensive...pre-school workshop...include the history of the reservation, the culture and values of...Indian people." 16
6) STAFF SELECTION "...the government of the United States regularly takes into the instructional staff of its Indian schools teachers whose credentials would not be accepted in good public schools." 17	6) STAFF SELECTION "The number of Indian teachers in public schools is infinitesimal and even in the all-Indian BIA schools Indian teachers constitute only about 16 percent of the teaching staff." 18	6) STAFF SELECTION "How far has affirmative action gone?...There is an inadequacy of implementation..." 19

COMPARISONS OF THE FINDINGS OF THREE REPORTS ON INDIAN EDUCATION

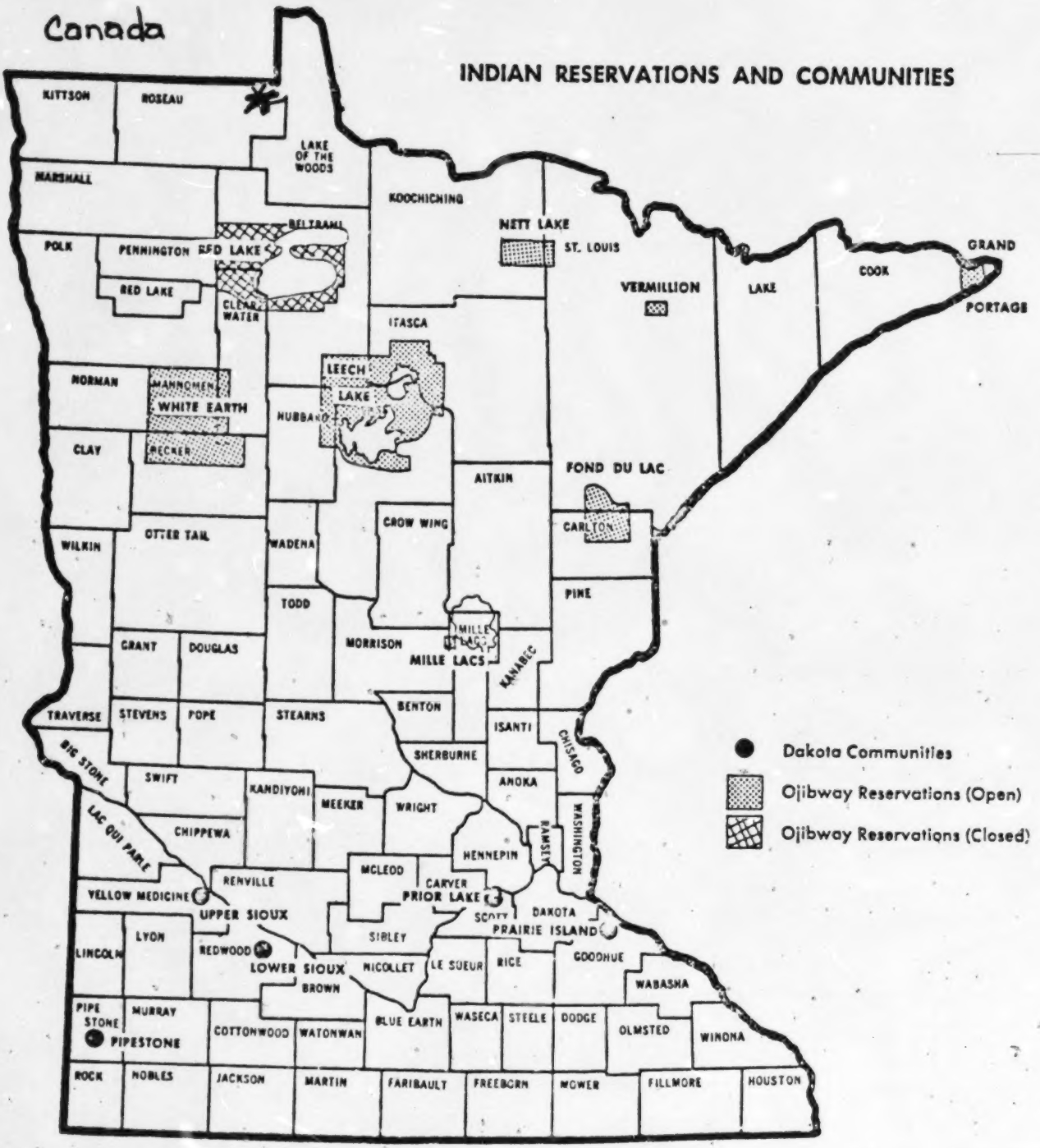
MERIAM REPORT 1928	U.S. SENATE REPORT ON INDIAN EDUCATION 1969	MINNESOTA STATE BOARD OF EDUCATION INDIAN EDUCATION HEARINGS 1976
7) CLASSROOM MANAGEMENT POLICY "...methods must be adapted to individual abilities, interests and needs...routine classroom methods...would not solve the problem. The methods of the average public school in the United States cannot safely be...applied to Indian Education." 20	7) CLASSROOM MANAGEMENT POLICY "Indians are often promoted each year regardless of grades just so they can be kept in school, thus assuring the local district of receiving Federal aid because of the presence of Indian students. One public school district goes so far as to falsify Indian achievement test results..." 21	7) CLASSROOM MANAGEMENT POLICY "We need a perspective wherein model educational programs are the reality for every student." 22 "...leave it open for students to do what they want to do... an incentive to improve themselves..." 23
8) FINANCES "Doubling the amount of funds for government Indian education does not involve the expenditure of large amounts of money. The Indian education expenditure is one of the smallest items in the national budget...It takes more money to get qualified people than is at present paid in the Indian service..."24	8) FINANCES "The subcommittee recommends-That the funds available for the education of the American Indians be substantially increased, and that provision be made for advance funding of BIA education programs to permit effective planning..." 25	8) FINANCES "...shabby, overcrowded public school...lack of basic resources" 26 "...sub-standard facilities"27 "Need...basic support monies"28 "Need...federal funds to improve facilities" 29
9) COMMUNITY EDUCATION "...a genuine education program will have to comprise the adults of the community as well as the children...eliminate illiteracy" 30	9) COMMUNITY EDUCATION "The subcommittee recommends-...Elimination of adult illiteracy in Indian communities; ...Adult high school equivalency programs for all Indian adults...Readily accessable community colleges." 31	9) COMMUNITY EDUCATION "Need...more...Indian Adult Education programs on reservations." 32 "...two-thirds of the adults have not advanced beyond elementary school...one-quarter of Indian adults are functionally illiterate." 33

GEOGRAPHICAL:

Minnesota's Indian communities represent a large geographical area. There are seven major reservations, four federally recognized communities, three urban Indian areas and scattered rural Indian populations.

The Indian Adult Basic Education (I.A.B.E.) program in conjunction with public school dictricts serves the Indian adult population across the state. The Duluth Public School District, number 709, is fiscal agent for the northeastern (Chippewa) I.A.B.E. sites. The Red Wing School District, number 256, serves as fiscal agent for the Prairie Island Sioux Communities, the Indian Education Section is responsible for the recruitment, supervision, training and monitoring of the I.A.B.E. staff and program. In addition, the state employees part-time instructional aides and instructors on the Leech Lake Reservation are administered by the I.A.B.E. program.

Morton School District number 652, serves the Lower Sioux Community as fiscal agent, and Granite Falls School District number 894, serves the Upper Sioux Community as thier fiscal agent. The Indian Education Section will serve as fiscal agent for both Upper and Lower Sioux in FY'80.


Canada
INDIAN RESERVATIONS AND COMMUNITIES
KITTSON
ROSEAU
LAKE OF THE WOODS
MARSHALL
KOOCHICHING
BELTRAMI
NETT LAKE
POLK
PENNINGTON
RED LAKE
ST. LOUIS
GRAND PORTAGE
RED LAKE
CLEARWATER
VERMILLION LAKE
COOK
ITASCA
NORMAN
MAHNOMEN
WHITE EARTH
LEECH LAKE
HUBBARD
CLAY
BECKER
AITKIN
FOND DU LAC
WILKIN
OTTER TAIL
WADENA
CROW WING
CARLTON
TODD
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STEVENS
POPE
STEARNS
BENTON
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CHISAGO
BIG STONE
SHERBURNE
SWIFT
KANDIYOHI
MEEKER
WRIGHT
ANOKA
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CARVER
YELLOW MEDICINE
PRIOR LAKE
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DAKOTA
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PRAIRIE ISLAND
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BROWN
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MURRAY
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WASECA
STEELE
DODGE
OLMSTED
WINONA
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